Orchard Lea Federation

AI Policy

Every Child, Every Day

Date agreed: March 2026

Date for renewal: March 2027

Policy Statement

At Orchard Lea Federation we use AI to:

- Enhance learning opportunities.
- Work smarter (spend more time on tasks that make the most difference to pupil outcomes).
- Prepare for the future.

Aims

This policy outlines our commitment as a Federation to the responsible, secure, and fair implementation of AI throughout our schools.

This policy needs to be read in conjunction with our safeguarding and IT policies.

What is AI?

As part of our commitment to using AI effectively in everyday tasks, all staff are encouraged to develop a clear understanding of what AI can and cannot do. Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence.

Narrow AI

All current AIs are examples of Narrow AI, meaning they are trained to perform one specific function, such as generating text, analysing data, or recognising patterns. These systems learn by processing large amounts of training data, which influences how they respond.

Generative AI

Generative AI creates new content, such as text, images, or code, by drawing on patterns learned during training. Because AI models are often trained on human-created data, they can reflect the biases, assumptions, and gaps found in the data they were trained on. AIs are prone

to hallucination. Large language models (LLMs), such as ChatGPT, Copilot, or Gemini, can hallucinate, producing incorrect answers. Typically, they do this when they are unable to predict the next word with a high level of certainty. Current AI systems are not sentient. They do not have thoughts, feelings, self-awareness or understanding. Any appearance of intelligence or emotion reflects the data and algorithms and is not genuine awareness or intent.

Large language models most often hallucinate by inventing facts, sources, or references that do not exist, or by misattributing real information to the wrong person or event. They can also produce logical errors, make factual or mathematical mistakes, or fill in missing details with information that sounds convincing but are false.

Principles for AI use in our schools:

1. **Ethical and safe use:** AI technologies will be used in ways that prioritise pupil safety, uphold data protection regulations including UK General Data Protection Regulation (UK GDPR), and respect individual rights and dignity. We will not input any information that may breech data protection or enable our school or pupils to be identified.

2. **Human oversight and accountability:** all AI-assisted decisions will be subject to human judgment. Staff remain responsible for all educational and administrative outcomes.

3. **Educational value first:** AI will only be used where it enhances learning, improves inclusion, or supports high-quality teaching and administrative efficiency.

4. **Transparency and fairness:** The purpose, function, and limits of AI tools must be communicated clearly to all staff and pupils. Bias and inequality will be actively monitored.

5. **Review and adaptation:** AI use will be reviewed every 6 months, with mechanisms in place for staff, parents, and pupils to raise concerns, suggest improvements, or propose new uses.

Task List

Orchard Lea Federation has agreed to the following tasks that AI can be used for:

- Lesson planning
- Generating dictated paragraphs for spelling tests
- Generating assessment/test questions
- Creating homework activities/questions
- Generating a WAGOLL or sentence examples in literacy.
- Generating ideas for ‘Hooks’ to excite and engage pupils in new topics
- Generating wording for objectives
- End-of-year report statements
- Draft emails and letters
- Summarising online documents
- Creating draft policies and other documents

- Generating objectives and success criteria for action plans and reports.
- SEND/EAL support: Using AI tools to adapt lesson resources for pupils with particular needs

All staff members are encouraged to suggest updates or new uses for AI. Requests should be submitted to a Senior Leader or the Computing Lead Teachers.

Safeguarding

How to prevent AI-Generated Harm:

- AI tools must not be used to create harmful, misleading, or inappropriate content (e.g., deep fakes, misinformation).
- Staff and pupils must be trained to recognise AI-generated risks such as misinformation and impersonation.
- The school's filtering and monitoring systems must detect and prevent AI-generated threats, in line with government filtering and monitoring standards.
- Pupils will not have access to computers unless staff members are present and will continue to be taught about how to keep themselves and others safe online through our PSHE and Computing curriculums.

Avoiding Bias

Generative AI learns from millions of human-written documents. Some of these documents may include old-fashioned ideas and stereotypes, such as sexism or racism, that we do not want in our school. That is why staff check AI output carefully to make sure it is free from bias. Studies have found that AI can respond differently to pupils if their names are perceived as non-European. To prevent this, staff are **not permitted** to input pupil names when using AI so every pupil is treated equally and fairly.

Governor Yearly Reviews

At Orchard Lea Federation, we see technology as a powerful tool that brings both opportunities and challenges. We are committed to regularly reflecting on how AI supports our educational goals, ensuring we make informed decisions that benefit our community. Each year, we invite all staff, pupils, and parents to contribute their insights and experiences to help us assess both the advantages and the potential concerns of AI use. This will be via pupil interviews, regular meetings with our E-cadets and a parent survey sent out at the end of the academic year. We welcome any advice from parental expertise on Generative AI.

Staff Responsibilities

To uphold safe, ethical and effective AI use, all staff will:

1. Consult a Senior Leader and/or the Computing lead, data protection officer or IT technician (Drift) for clarification or guidance when needed.

2. Protect personal and sensitive information by not entering it into unapproved AI systems.

3. Clearly state when generative AI has been used in materials shared outside the school, where appropriate.

4. Review and fact-check AI-generated content to ensure accuracy, relevance and appropriateness.

Guidance for writing an effective prompt:

When creating prompts for AI tools, staff should follow these best practice steps:

- Personal: Instruct the AI to adopt a particular role relevant to the task.
- Objective: Clearly state the intended outcome or task.
- Audience: Identify the target audience for the content.
- Specificity: Use precise and unambiguous language.
- Activity: Provide detailed instructions for the activity or output.
- Boundaries: Define any constraints, limitations, or required direction.
- Iteration: Review and adjust prompts as needed to improve results.

Concerns/complaints

Any concerns regarding safeguarding of pupils or staff must be reported to a DSL (Designated Safeguarding Lead) following the federation's safeguarding policies and procedures.

Any concerns or complaints about the use of AI must be reported to a Senior Leader as well as the Computing Leads.

In the event of a concern or complaint not being resolved, staff will refer to the Staff Grievance Policy and parents to the Complaints Policy.

Glossary Term Definition

Artificial Intelligence (AI)	A field of computer science where systems are designed to perform tasks that typically require human intelligence, such as understanding language, recognising images, making decisions, or generating content.
Generative AI	AI tools that can create new content - text, images, audio, video, code - in response to a prompt or question. Examples include ChatGPT, DALL·E, Gemini and Copilot. All generative AI systems are examples of artificial narrow intelligences.
Artificial General Intelligence (AGI)	A type of artificial intelligence that can understand, learn, and apply knowledge across a wide range of tasks at a level equal to or exceeding that of a human. Currently no one has created Artificial General Intelligence.
Artificial Narrow Intelligence (ANI)	AI systems designed to perform a specific task or a limited range of tasks with high efficiency and accuracy. ANI does not possess general reasoning or learning capabilities beyond its programmed domain. All current AI systems are ANI, including Generative AI.
Prompt	The instructions or questions given to an AI tool to guide its response. The quality and clarity of a prompt affect the output produced.
Machine learning	A type of AI where a system learns patterns from data to make predictions or decisions without being directly programmed for every task.
Training data	The information used to 'teach' an AI system. This data can include text, images, audio, or other types of information from many sources.
Bias	When AI outputs show unfair preference or prejudice due to patterns in the training data. This can lead to discrimination or inaccurate results.
Personal Data	Information that can identify an individual, such as their name, address, or date of birth. Sensitive data A special category of personal data, such as medical information, racial or ethnic origin, or religious beliefs, which requires extra protection.
Data Protection	Measures taken to ensure that personal information is collected, stored, and used lawfully and securely, in line with GDPR and school policies.
General Data	protection regulation (GDPR) United Kingdom and European Union laws that sets rules for how personal data must be handled to protect people's privacy and rights.

Open AI Tool	An AI service available to the public through the internet. May store prompts and data entered into it.
Closed AI Tool	An AI system restricted to authorised users, often running in a secure school environment, with stricter data controls.
Plagiarism	Presenting someone else's work, ideas, or words as your own without proper credit. AI-generated work can still be plagiarism if copied from other sources.
Academic Integrity	The principle of being honest and responsible in academic work, avoiding cheating, plagiarism, or unfair assistance.
Human Oversight	The process of checking and verifying AI outputs to ensure accuracy, fairness, and appropriateness before use.
Hallucination	AI When an AI tool produces false, misleading, or made-up information as if it were fact.
AI Tool Approval	The process by which the school reviews and authorises AI systems for use, ensuring they meet safety, privacy, and educational standards.
Ethical Use of AI	Using AI in ways that are fair, transparent, and aligned with the school's values and safeguarding responsibilities.
Safeguarding	Protecting children from harm, including from risks posed by online tools and AI-generated content.
Digital Footprint	The information about a person that exists online because of their activities which can be affected by how they use AI tools.